

How to Attain Desirable Health Attitudes

GEORGE K. PRATT

THE question "How can parents attain desirable attitudes toward problems of health?" is difficult to answer—extraordinarily so. One might declare, for example, that all parents need do to attain desirable attitudes toward problems of health is to accept the best of available health knowledge and then apply it. But that would be too logical, too simple. It would presuppose that all parents are psychologically free to accept or reject the best of current health knowledge; and, moreover, that they possess a critical sense so developed as to guide them unerringly to the best. A large majority of people are anything but free to form desirable attitudes about subjects which to them are taboo, and unhappily, parents also are people. Of course, they think they are free and they try hard enough, but they reach all too often an early stage in their attitude formation when powerful and unrecognized forces grip them and cause them to transform the embryo normal attitude into a misshapen unwholesome one.

Suppose we look into the reasons for this. In the first place an attitude is not inherited, nor yet is it the product of spontaneous generation. It is acquired in response to the expression of some need, and thus, like the behavior to which it leads, is purposive. In a sense, we either form our own attitudes (often unconsciously) or we accept attitudes that others have formed for us, but in either case the attitude has a motive and a function. Search for the motives underlying a given attitude leads down some amazing trails; trails weaving in and out, first in the conscious and then in the unconscious parts of our minds in a labyrinth of false passages, blind endings and misleading clues. Tracked finally to their lairs, the real nature of many of these motives dismays us. Even

the motives behind some of our most "normal" attitudes turn out to be uglier and more ignoble than we suspected. For example: the prominent banker in a country town began, at forty-four years of age, to take an inordinate interest in physical culture. He subscribed to the *Bernarr Macfadden* magazines; he installed an elaborate gymnasium in his basement; he attended religiously to his morning setting-up exercises; he fasted on a Battle Creek diet; and he forever was displaying to his friends the progress of his muscular development. His attitude toward health (at least his own health) was violently enthusiastic. Largely as a result of this enthusiasm he was made chairman of the local hospital drive for funds and also was elected a Board member of the Visiting Nurse Association. He and his friends would have been resentfully indignant if anyone suggested this attitude toward health was not "normal" and desirable. Perhaps it was. I don't know. I do know, however, something about the motives underlying his zeal.

This man did not marry until he was forty. His first child was unmistakably a mental defective. Naturally, the father was distressed. He met the situation at first by denying her defectiveness and spending more money than he could afford to find a psychiatrist who would agree with his denial. Faced at last with the inevitable and no longer able to deny the fact, this father was forced, as the next best thing, to explain the fact. An exhaustive search of his wife's genealogy failed to reveal any blights on her family tree. Thwarted, he reluctantly exposed his own ancestors to a similar scrutiny, with equally sterile results. (The child's defect happened to be non-hereditary, due entirely to an unavoidable birth injury.)

But this man was intimidated by a malicious and untrue legend. He believed, in common with so many of his townspeople, that mental deficiency re-

fects on the vigor, stamina or virility of the parents. Accordingly, he was beset with the need for proving to the world that so healthy, so muscular, so vigorous a man as he could never be suspected of propagating a weakling. Judged by the standards of his community his outward attitude toward health appeared to be a "normal" one. Actually, it was morbidly abnormal, springing from what the community—had they known it—would have called unworthy motives. This man was not psychologically free to accept the best medical knowledge available to him, and his attitude therefore was formed largely for the purpose of defense.

In the last analysis one of the major functions of almost any attitude is that of defense. Defense against scores of things: defense against new ideas, innovations that threaten our egos; defense against being forced into situations that might disclose our secret ignorances or lack of competence; defense against fear of losing something we already possess, such as position, esteem, respect of others. Most of all, probably, our attitudes serve as defenses against centrifugal desires—impulses to be different, to swing away from the center of the herd toward the periphery.

Parental Defenses

PARENTAL defense attitudes toward health problems spring from all sorts of curious motives. In general, these attitudes can be classified into three groups; an attitude of overestimation toward health, underestimation, and distorted or false estimation. The oversolicitous mother, ceaselessly translating her child's every cough into tuberculosis, every intestinal upset into appendicitis, overestimates the matter of health. Her motives? Perhaps they are to be found in a hidden feeling of inferiority that impels her to create situations which in turn will satisfy her need for being necessary to someone, in this case her child; or possibly (sordid as it may seem) her oversolicitude toward health is a sort of unconscious compensation for an equally unconscious dislike of a child, unwelcome and unwanted. Or yet again, possibly her solicitude is motivated by a more than average will-to-power which compels her to dominate in the disguise of hovering, fretting, fussing and worrying about the child's health. Far-fetched, you say, are these motives? Unhappily, they are not. The unconscious is not a very civilized realm and it gives little place to altruism.

On the other hand, underestimation of health

may be motivated by equally curious factors. Mrs. Smith doesn't believe in doctors except for gravest emergencies. She dismisses as nonsense the efforts of her son's school to teach health principles. He eats what he likes; he gets his feet wet; he catches cold and spreads it to others; his posture is slouchy and his skin pasty. But when Mrs. Smith was a girl *her* mother used the family doctor as a bogeyman, and his medicine as punishment. Mrs. Smith's attitudes toward health were thus conditioned on a negative basis, and she reacted to her own experiences by determining that *her* child should be brought up differently. In so doing, she killed two birds with one stone for in adopting this attitude she also revenged herself on her mother.

Distorted Attitudes

THEN there is the father, brimming over with repressed feelings of inferiority, who can maintain his self-esteem only by a show of opposition toward external suggestion or authority. Feeling insecure in his own life results in an attitude of oversensitiveness to criticism, real or fancied. A tactless doctor or nurse inadvertently wounds this sensitiveness in some way and the father transfers his unadmitted dislike and distrust of *himself* to all doctors, all nurses and all health problems. Still other persons, tangled and confused with inner problems and emotional conflicts, underestimate health as the result of an effort to solve their difficulties through denying the possibility of ill health.

A distorted attitude toward health usually emerges from ignorance, or from lack of opportunity to acquire a better attitude. Found usually in backward communities, a surprisingly large number of individuals in progressive neighborhoods nevertheless retains medieval attitudes about health. In these latter cases it is often found that resistance to accepting modern health ideas is embedded in some emotional reluctance or protest against demolition of old ideas which have grown to become a part of their racial or tribal or group heritage, and with which they have come to identify themselves thoroughly. Abandonment without protest of these old ideas is construed by them as tantamount to a betrayal of their group loyalty.

In commenting on some unusual health attitude in another, people sometimes remark, "How can he be so foolish? In other things he's a clever man. Why doesn't he use his intelligence about this?" If he could, he doubtless would bring his intelligence to bear on such a matter. But the formation

of an attitude unfortunately is not always the intellectual process it is supposed to be. All too often we first formulate our ideas about some touchy subject on the basis of a prejudice, a purely emotional like or dislike. Only when it is formed and we are more or less committed to it do we belatedly call upon our intellect to help us discover ways of excusing or defending the resulting attitude.

And now to return to the title question of this article, "How can parents attain desirable attitudes toward problems of health?" They can attain such attitudes by the prior attainment of a high and habitual capacity for objective detachment; an objectivity that enables them to modify and revise, in the light of clearer knowledge, former attitudes generated under the influence of emotional factors; an objectivity that is dispassionate, sensibly critical

and, above all, intellectual. When such a capacity has been attained, parents then can form normal attitudes toward health. Indeed, they can do more. They can then take a part in the creation of community standards as to what constitutes "normal" attitudes and thus find the benefits of their objectivity perpetuated in social progress.

The difficulty is found in attaining an objective attitude. It is probably the most difficult accomplishment a human is faced with; the attainment of this capacity for regarding things lucidly, logically and unemotionally. In our present state of inadequate knowledge about the workings of the human mind, a completely objective attitude toward anything is probably impossible. But with the assistance of psychiatrist, psychologist, enlightened educator, clergyman and lawyer, we feel that each effort brings us a little closer to success.

The Dynamics of Health Habits

Poorly organized habits of health often result in a poorly organized personality.

GEORGE J. MOHR

CONSIDER the liver, recently come into great popularity on account of its helpful role in the treatment of certain anemias. This property of the versatile organ I do not propose to exploit at the moment. Rather, I would direct your attention to the many accomplishments and extraordinary diversity of activities of this purplish mass tucked so securely under the diaphragm. Everyone knows that the liver transforms carbohydrates into such form that the substance may be stored in reserve, and again liberated for use under appropriate conditions; that the organ secretes bile substance required for combustion of fats; that its Kupfer cells, in the lining of the blood vessels, destroy noxious substances and cells; that new blood cells may be created in this organ.

This eulogy has no special purpose so far as the liver itself is concerned. It serves merely to direct attention to the various organs as structuralizations of the body's repeated responses to demands made upon it. Our bodies are the result of the human organism's struggle to adapt itself to its particular

outer world. The structural arrangements have meaning only in relation to function and represent enormous "condensations of experience." This applies not merely to the bodily organs, but to all the reflex and automatic responses of the organism.

Much of the activity of the human being is automatic and is carried on without his awareness of what is happening. By virtue of the peculiar structure of the body, hosts of processes and functions essential to maintenance of bodily security and integrity go on with little or no conscious directional activity on the part of the individual. This state of affairs, to be sure, did not spring full blown into existence. The development of the appropriate structures and automatization of the responses has been a gradual process. Changing physical conditions, varying tensions between the organism and its environment have gradually resulted in the molding of the organism as we see it today.

The effect (may we not say too, a purpose) of the development noted has been to spare the individual the necessity of undue energy expenditure. Obvi-

ously a process that may occur automatically entails use of much less energy than does one demanding attention, consideration and voluntary effort. Similar considerations arise in relation to those responses that constantly recur, yet are not reflex or automatic, namely, those that we regard as habitual. The development of habits of response, too, has the effect of releasing the individual from certain demands upon his time and energy (and perhaps the same can be said for the time and energy of those closest to him). Discussion of this point is to be found in the psychologists' presentation of "conditioning" and of the learning process.

With these considerations in mind, we may perhaps derive an attitude toward the question of the development of health habits. Nature's trend has been to free the energies of the individual through the automatization of the habitual responses. So too, it is reasonable to regard the development of appropriate habits as a powerful device for liberating the child for development of his best potentialities.

Automatic Processes

INITIALLY, the simplest processes require much time. Eating, elimination, locomotion, all the everyday processes, make great demands on the child's energies. With further maturing all these responses become more automatic and, normally, make less and less demand upon the child's time and energy. This energy can be devoted to other purposes, to those activities that increase the child's range of practical accomplishments and expand his social possibilities.

To be sure, it cannot be claimed that the only effect of establishment of appropriate habits is to free the individual for further development. One must not forget that many of our habits are restrictive in character, and have bearing upon our relationship with society at large. Health habits, however, are never restrictive in this sense.

In speaking of the freedom attained by automatization of functional processes, an ascetic outlook is not implied. On the contrary, freedom for fuller exploitation and enjoyment of possibilities for physical activity should be attained. The child who spends much time and interest in the process of being a "feeding problem" suffers a disadvantage not encountered by the child who eats without undue fuss, enjoys the process, and quickly passes on to activities and interests more constructive in character.

We know that a whole array of psychological difficulties have their chief roots in real or fancied physical limitations or disabilities. With a healthy

physical organism, establishment of good health habits goes far in preventing development of these difficulties. The adult hypochondriac usually is not recruited from the ranks of those children who have been subjected to a reasonable physical regimen during childhood. There will generally be found evidence of undue preoccupation with those processes that early should become automatic. Interest is directed toward these simpler somatic processes; these come to have value to the individual and ultimately are capitalized for neurotic purposes when life situations become difficult.

Much depends upon the attitude toward establishment of health habits. Unfortunately, emphases are sometimes negatively rather than positively toned in relation to good health. If a nap is taken "because you are nervous" or food must be taken "because you are not strong," harm as well as good is likely to result. The assumption of physical adequacy and efficiency as a matter of course, with care to establish a routine assuring this, is required. From the mental hygiene standpoint, the more automatic and matter-of-fact the procedures related to daily routine of physical care can be, the better.

Anxieties and overemphases in routine health matters are naturally deleterious. The infant mortality rate has subsided markedly with the introduction of modern pediatric techniques and infant feeding procedures. Occasionally, however, one encounters the mother intent upon maintaining a "germ-free" child, and here one is tempted to regress and re-adopt grandmother's methods. "Germs," coarse food, bumps and bruises, antagonisms of associates, all will be encountered despite anything that can be done, and the best policy is doubtless the building up of immunities through gradual exposure to all of these possibilities.

Early Health Training

IN the clinic, one is impressed by the frequency with which poorly organized habits of health occur together with other evidences of poorly organized personality. The child who is not subjected to a sufficiently well ordered regimen of physical care is likely to be subjected to other training situations similarly ineffective. The earliest training situations and the beginnings of habit formation all center about the physical care and needs of the child. Here, then, one can initiate a program which does more than merely assure physical health and establish good health habits. If the child learns early to care independently for his own physical needs, he is likely to meet more adult de-

mands and responsibilities in a similar manner.

Good health habits, as good manners, should be worn easily. The man who evidences ease and poise among his associates always has a background of familiarity with custom and social usage that smooths his way among his fellows and leaves him free for fullest expression of his social possibilities.

Posture—A Reflection of the Emotional Status

Good posture indicates not only a healthy body but a healthy mind as well.

WILLIAM BURDICK

YOUTH no longer should be scolded and nagged by grown-ups on account of what seems bad posture. Children have passively accepted the constant annoyance, and disregarded the frequent admonitions to "sit up" as more of the unaccountable things parents impose upon them. But, now that enthusiasts are suggesting corrective exercises for toddling infants and emphasizing the bad posture due to the round abdomen of the little child, it is time to realize that adults have lost their own equipoise and are urging the disposition of "the several parts of the body in respect to one another as in a statue" as the ideal carriage of neonate, child and youth rather than the bearing and poise which they really desire. Understanding how older people judge of the character and intelligence of one another in accordance with the first impression that bearing and demeanor make, they have erred frequently, as in so many other ways, by expecting adult behavior in immature, growing children. They wish so intensely to help the child's final success in life that they forget life is a process, and suggest the static relations of sculpture as the usual positions of the little one's arms, legs and torso. They have made posture a pose where "the figure is placed for effect or for artistic purposes."

It is another instance of the selfishness of parents who desire social approval of their children rather than an understanding of the wholesomeness of the well child's poise. Fortunately, the natural grace and ease of our small children will not yield to this wooden formalism, and the fad of posture drills is passing like the posture parades of a decade ago.

Socially, he knows what to do and how to do it. Just so, on the basis of an early grounding in reasonable habits of health, he finds himself at ease in the matter of maintaining a well functioning physical organism. Conforming to health habits is, to him, in part automatic; in part it consists of activities regarded as physically and socially enjoyable.

Mothers really are glad to let their offspring grow up naturally and happily if they can be sure that today's joy is not the basis of an adult sorrow, and they welcome the suggestion that functional balance allowed in healthy children will lead to a noble mien when grown-up. They are slowly learning that freedom in expression stimulates creative ideas, which will grow and multiply as their children's bodies and minds grow and develop. Just as mothers enjoy the tottering infant as he makes his first steps, they will enjoy the fairy-like dancing of the preschool child and will hate the artificial posing of the esthetically trained child performer. They will not get stampeded at the flat feet of the babies when they know that all children should be that way if muscles and ligaments are in balance, and will never put hard soled shoes on children unless advised by orthopedists on account of some pathological condition.

Faulty attitudes will be assumed by children who have some abnormal anatomical defect which should be discovered by the semi-annual physical examination given each well cared for child. Occasionally round shoulders are due to shortened ligaments between shoulder and collar bone. Extra ribs, enlarged spinal processes and other deviations cause bad carriage. Diseases of childhood like infantile paralysis and bone tuberculosis of course have their disastrous effects. Rickets was unquestionably the basis of the bad carriage of many adults but this disease is yielding to scientific knowledge of parents. Obstructions in nose and throat, soft ones like adenoids and diseased tonsils, or hard ones like deviated septa and spurs, will draw shoulders forward and deform not

only shoulders but face and features. Diseased eyes and ears will cause a very faulty attitude. These attitudes are necessary changes Nature makes to overcome the presenting difficulty, but are not the so-called "vicious conditions of poor posture." Though in percentage these conditions are small, every modern parent will be sure her child is given a medical examination that seeks not primarily to point out defects but principally to learn what are the physical and mental possibilities of her little one.

This present confusion in reference to posture arose partly from the admiration humans have for the address of the soldier who at drills and on parade carried himself so straight and well. Folks transferred their delight in the feeling of protection at the sight of their strong defenders to the pose and attitude, and forgot that off duty the soldier became like the rest of the people. Physical educators in Europe carried on the mistake because their earliest function was to produce boys who later became soldiers. When in the United States in the seventies the public schools started physical education, it was essentially the same type of activity. Soon these changed and became corrective gymnastics to offset the bad hygienic methods of schools. Now, fortunately, physical education is a play program wherein children express their needs in activities of running, jumping, climbing and throwing, and youth develops social traits by vigorous games.

Healthy Mindedness

THE emotional life of a child or youth determines whether he has a noble mien or an ugly shape. Exercises forced upon a child to correct a bad standing position may even condition all muscular activity so it is forever detested. Big, bulky muscles on the back of the shoulders will never help the timid girl. Abdominal muscles as hard as a washboard will not give a commanding appearance to the shy, bashful youth. Only the assurance and self-confidence that come from self-control give humans the bearing that forces our approval. The Greeks called it healthy mindedness, that glorious mean between the extremes of fear and foolhardiness, that equanimity that meets and solves the difficulties of life. This self-control starts in infancy when mother and neonate adjust to each other. It is fostered by a normal play life where the runabout child satisfies his present needs by sensory plays in a healthy atmosphere. The strict obedience demanded by old-fashioned parents produces a demure, quiet little one not the bright, cheerful, assertive youngster. Some say the cringing adult owes his habitual

attitude to the fears generated by domineering parents. The little one who has the social opportunities that come from nursery schools will need even more help during the early regular school days lest the necessary routine deaden her zeal and cramp her ebullency, as the usual shoes do the feet.

Modern high school teachers are sympathetic with the boys and girls, because they realize that posture changes are often brought about by a poor adjustment in the emotional life of their pupils. The same "overcorrected posture" is seen in college boys, who assume the comportment of the conceited fop from an incorrect emotional attitude.

Emotional Freedom

EXAMPLES of the effect of emotions upon faulty attitudes are numerous ever since men have dramatized life. Artists really try to show emotions, not moving life. Darwin, a hundred years ago, described the attitudes assumed by humans under different emotional strains. Many athletic leaders have wonderful physiques and a commanding carriage on the basketball court, but appear shy and make a miserable appearance when they speak before an audience. Persons with locomotor ataxia, unable to walk in the dark, may have excellent demeanor if they are successful business men. Conceited people carry themselves very well—in fact we dislike (emotionally) their posture while we sympathize with bashful folks. A blind man who became a successful piano tuner and self-confident from training succeeded in walking on the streets as if normal, while most blind people who have fear walk badly. The successful women who are enjoying life are well equipped, while the failures seem depressed in emotion and physique. Sadness and satisfaction each have their distinctive features. The annals of mental hygiene are crowded with descriptions of postural results of the attitude of the mind.

William James in his famous chapter on emotions says, "If we wish to conquer undesirable tendencies, we must assiduously and in the first instance cold-bloodedly, go through the outward movements of those contrary dispositions, which we prefer to cultivate. . . . Smooth the brow, brighten the eye, contract the dorsal rather than the ventral aspect of the frame and speak in a major key, pass the genial compliment, and your heart must be frigid if it does not gradually thaw." True words for adults, but why not surround our children with joy tempered with firmness? Allow them freedom to express their emotions until they control them, which will give our race a bearing and mien that show equanimity.

Critical Approach to Health Education

To create a wholesome atmosphere parents must allow for differences in their children.

MARION M. MILLER

THROUGH the excellent and persistent work of physicians and public health experts in combatting disease, we are becoming daily more "health conscious" in the attempt to improve the well being of infants and small children, not only in the laudable attempt to benefit our own individual child, but for the sake of the race in general. That this work has been productive of excellent results, no one can doubt. Statistics bear ample testimony to the survival of an increasingly greater number of children, and to their improved health. This new order of things has, however, brought certain dangers with it. We have become so conversant with charts, tables and averages that we are all too prone to scrutinize our children in the light of general findings and to be unduly anxious when even normal variations are noted. Much more recently the need for enlarging this interest to consideration of the maintenance of health of body and of mind has drawn to the ranks lay people, especially teachers and parents.

Individual Differences

ANY child's physical make-up is the composite of many forces—hereditary, environmental, constitutional. Individual differences within normal limits are so great that practically no child corresponds at very many points with the mythical normal child. Moreover, with the constant enlargement of our field of vision, every day brings new discoveries which necessitate the revision of old ideas. The intelligent lay person, therefore, will take a long view of childhood, will be familiar with findings of modern science, but will hesitate to apply rule-of-thumb measures to any one child.

Even the familiar and fairly reliable height-weight index must be used with discretion lest we call a child underweight who comes of an especially

short family and for whom the average does not hold. These tables are useful, but need to be used and interpreted by competent specialists. Schools with their very laudable and well directed efforts to build up their pupils physically have not always been sufficiently cautious in this regard. Record cards, even when they contain very reliable and necessary information, can cause consternation when sent to some homes without explanation and without personal follow-up. When the implications of medical information are not clearly understood, the recommendations are likely to be ignored, or else the child may be made unnecessarily conscious of his deviations by overanxious parents who are frightened by little knowledge without being helped to make constructive use of it.

Dogmatic Prescriptions

PROGRESS is rarely an orderly, slow evolution. It is frequently a jerky and an uneven procedure in which the fruits of investigation and experimentation but also, unfortunately, successive fads supplant one another, sometimes with alarming rapidity. Parents are subject to the high pressure salesmanship methods of even serious scientists and pseudo-scientists who "sell" fresh air, vitamins, iron, corrective gymnastics, arbitrary quantities of milk, sun baths, raw vegetables and many, many other dogmatic prescriptions, each of which is supposed to be essential for the maintenance of health and vigor. Conscientious mothers, guided by the best advice of the moment, have two major difficulties to cope with. There is, first, as mentioned above, this kaleidoscopic succession of absolute requirements. No sooner is one regimen enforced than the child must be accustomed to a new set of rules. The second and even greater difficulty arises because the physician or other advisor is all too prone to content himself with giving advice

with little consideration for the fact that the parent is frequently unable to carry it out on account of psychological factors which complicate the problem with the particular child. Consider, for example, the difficulties that may arise in giving the very young baby his first solid food. Even though the mother is convinced that cereal and vegetables are essential to the child's healthy growth, not every child takes kindly to new flavors and a new consistency. The resultant struggle, bringing with it upset routine and an emotionally disturbed parent, invariably reacts harmfully on the child and on the parent-child relationship, for with the mother's sense of failure in one instance comes an increasing feeling of inadequacy which carries over into other situations as well as the one which first aroused it.

Common Sense Approach

THIS is no plea for the long continued bottle feeding of children, but rather a plea for the psychological preparation for changes, for an understanding of the relative value of advice, and for the recognition of the importance of a non-emotional, stable, one might almost say, nonchalant attitude toward the young.

Mothers in their zeal to carry out orders faithfully are discouraged when the baby balks. Ingenious as they are in other ways, yet they are often timid about bringing their intelligent ingenuity to bear on questions of baby care. The change from the old days in which superstition and tradition were the chief guides, to the modern era which was ushered in by Dr. Holt's admirable book has been abrupt, and young mothers have not yet achieved the confidence which their grandmothers had. The science of nutrition is a very different pursuit from its practical application in the home. Mothers must learn to be satisfied with seemingly slight gains, and small victories, rather than to expect too great results in a short time. Even if the child's schedule demands egg yolk given by spoon, it may be "the better part of valor" to introduce it gradually by mixing it with other foods, or by shaking it up with the milk.

The extremely restricted infant's diet of a decade ago is decidedly a thing of the past. We are giving to the six-month-old child with impunity a variety of foods that would formerly have been considered daring and foolhardy. Yet children survive and thrive today even as they did then—a fact which should make us ever more tolerant. The passing of dogmatic dictums regarding many facts in the regimen of children is a good thing.

We are willing, in the light of scientific findings of psychological laboratories, to scrutinize blanket rules regarding sleep and fresh air, as well as food. We find, for instance, that not all children need the same number of hours of sleep. So also, two hours of active, interested outdoor play with his peers may be more beneficial than five hours of boredom in a go-cart. We have long recognized the effect of mental anguish or rage on the adult's digestion; we are now ready to believe that the child must be calm and happy before and during his mealtime, even if his table manners show slow progress.

Many a battle has been waged over spinach and carrots. To bribe, cajole or threaten are still all too common measures. Increasing latitude in the selection of foods, with new combinations and a general loosening up of the regimen, brings hope to the mother whose problems have been greater than the facts would seem to warrant.

Earnest parents consult books which tell them that at twelve months of age, a baby must sleep so and so many hours each day. The same mother who manages adequately on seven hours a night, whereas others need eight or nine, is nevertheless greatly worried by her failure to keep her child asleep for the requisite time. The peremptory rule of thumb recommendations is gradually giving way before a tendency to take factors of heredity, personality and the immediate circumstances of the family's life as a whole into consideration.

Wholesome Attitude

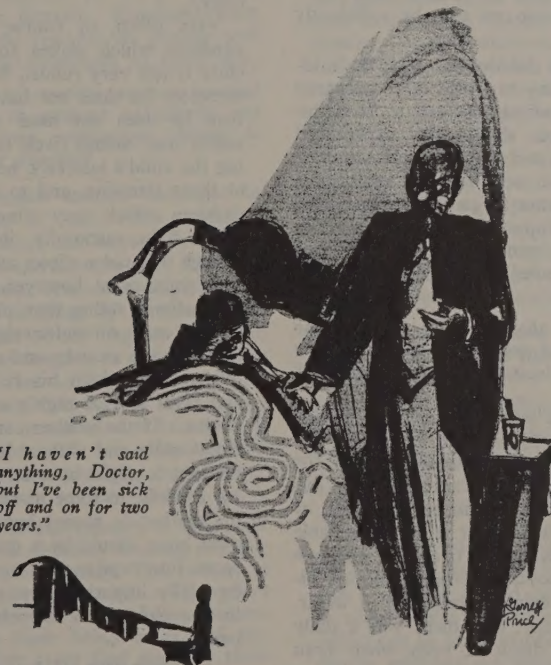
CHILDREN naturally crave attention. To develop dislikes or special preferences which make the daily routine difficult is a well known mechanism for becoming the storm center. This very natural tendency of the child's, coupled with a general feeling of uncertainty on the mother's part create a major part of the child's unhealthy reactions. Too often is the child urged to eat, or sleep "because you need it" or "because it is so good for you." Adults are not infrequently repelled by this plea, which is equally ineffectual with children. There is adventure and satisfaction often in doing just the thing that is not so good for one, and the wise mother is she who adopts the experimental attitude toward her small child. She offers food, as wide a selection as is possible or practical, studies the child's preferences, knows what she can safely use with greater frequency, and omits, as far as possible, any reference to physical benefits resulting from one or another item.

No child is brought up without some worry and difficulties. We should find it possible to anticipate some of these, to avert others through their early recognition by the application of early diagnostic means, and to adopt a wholesome attitude toward the remaining ones which are unavoidable. We are learning, for example, to face the possibility of mental defect with intelligent fortitude, if not with equanimity, instead of applying the ostrich mechanism as was not infrequently done in even the recent past.

Not every child can go to college or even through the eighth grade. There is no one standard for mental attainment, but each child's gauge is in accordance with his own innate capabilities, plus his environmental advantages, limited further by his particular personality. The parent who can instill confidence and self-respect in the child, together with a desire to achieve his own best, no matter

how humble that may be, is rendering that child an invaluable service by contributing to him a wholesome attitude toward life.

Mental health, like physical health, or like decency, should be a by-product of everything that goes on in the child's life. If consciously sought, it is likely to be elusive, as many neurotic "health seekers" with imaginary or even real ills can testify. Removing the stigma of shame, which necessitated an attitude of false pride, has helped materially in enabling us to give people who are mentally and physically ill or inadequate the best possible chance for development. We must in no way relax our vigilance or grow slipshod in our provision for children's care; rather ought we to keep an open mind regarding new developments in hygiene and dietetics, and so order the child's life that he lives happily and naturally in a wholesome atmosphere which we provide and which he accepts as a matter of course.



"I haven't said anything, Doctor, but I've been sick off and on for two years."

Courtesy of Garrett Price and The New Yorker

Parents' Questions and Discussions

Knowledge of children's health needs is everywhere available, but parents often find it "easier to know what were good to be done" than to carry out these precepts. The questions raised in study groups show a wide range of parental concern with the techniques for the necessary health routines.

A child of four refuses to take his afternoon nap. When he does sleep it is only after an exhausting struggle.

While, in general, a nap in the middle of the day is desirable for most children up to the age of four or five, we have to keep in mind a number of modifying factors. Research in the sleep of children shows considerable variation in the quantity of sleep a child needs. Some children need an afternoon nap less than others, either because they sleep longer at night or because they are temperamentally and physically less subject to fatigue. For such children a half hour's quiet rest may be sufficiently refreshing at midday.

Where the child seems definitely to need the midday nap, however, the way in which he is prepared for his nap will greatly affect the results. It is important that the rest hour should not be preceded by vigorous play or by scolding or threats, or by admonitions "to hurry to bed, for you must have your nap early if you want to go to the beach this afternoon." A quiet happy luncheon followed by an attitude that he will remain in his crib or bed for a given period, whether he sleeps or not, will soon be effective.

What can be done about a child of four who is underweight and who refuses to eat the foods which the doctor says are essential?

Where the refusal applies only to certain specific foods it is often possible to substitute for these some other foods which will have substantially the same values. Or, if no satisfactory substitute can be found, the particular food can be combined or prepared in various ways to make it more palatable or, perhaps, less monotonous. To cite an extreme case: one child was recovering from a serious illness, and it was vital to drink a great deal of water. She had never liked water, and there was a daily struggle to get her to drink it, even when fruit juices were added. However, it was found that she would take hot soups and even highly watered milk if it was warmed, and the requisite amount of water was thereafter given her in this form,

without any effort or struggle. Similarly, choices may be offered among especially recommended vegetables or other foods.

What can be done with a child who seems to have no appetite or interest at all in eating?

Here the problem is a different one. Lack of appetite may sometimes be traced to purely physical causes such as insufficient exercise, fatigue, overstrain or some remediable defect. It can readily be determined whether any of these factors is present and may be responsible for the eating difficulty.

Very often, of course, we have to do with a situation which makes for a vicious circle: The child is not very robust, he is not physically active, therefore he does not have enough exercise, therefore he does not need much food. Slowly but surely that vicious circle has to be overcome. Finding the child's interests, helping him to play actively at these interests, and to make contacts with other children which may stimulate such interests, will often help materially in his food taking even though it is not a direct attack on the food problem.

In some cases, however, the cause of food refusal is emotional rather than physical. Especially is this true in cases of underweight, when the child senses the mother's anxiety and plays upon it. He enjoys the concern which his refusal of food causes her, and finds in it a highly satisfying attention-getting device. If the mother cannot present the food unemotionally and with at least a semblance of indifference, it might be wise to turn over the mealtime, for a while, to some more objective person, and for the mother to absent herself from the room. The meal hour should be a quiet and pleasant one, free from interruptions or strain of any kind. It is especially important that parents avoid transferring to the child their anxieties for his physical well being.

A four-year-old boy seems to have an attitude of suspicion toward all food offered him outside his own home.

Perhaps the mother or nurse has been overcon-

scientious about his diet, so that he has been impressed by the many things he has been told are "not good for" him. Unless there is really a health reason for a special diet, it would be wise to relax at least the outward appearance of vigilance with regard to foods, and to make the whole matter of diet more casual. It would be better to risk occasional lapses from diet (except, of course, in special cases) than to make the child overconscious and fearful of foods offered him outside the home.

Convalescing from an illness of several weeks' duration, a five-year-old boy has become very much "spoiled," and makes incessant demands for a type of adult attention which is no longer warranted by the state of his health.

We have to discriminate between reasonable demands and unreasonable ones while the child is ill to avoid making him capricious or unreasonable. It is important to wean children as promptly as possible from the dependence that naturally goes with illness. Usually the child's independence can be re-established by means of appeals to his pride in "getting well," as evidenced by his progressive ability to do things for himself. Emphasis must be placed on the intrinsic rewards of getting well rather than on the special privileges of being sick.

Is the constant use of caution, such as prompt use of antiseptics to prevent infections and careful isolation from contagions, likely to make children fear disease?

An attitude of reasonable caution need not be synonymous with anxiety or fear. As a matter of fact, precautionary measures can be explained to the child as measures which obviate the need for fear. Children may be protected from a contagious disease not "for fear of catching it" but rather so that there need be no fear of catching it. The same is true of the use of antiseptics to prevent infections. It is usually the adult's own attitude, whether expressed or not, that carries over to the child. If precautionary measures are taken in a matter-of-fact way by the adult who does not feel anxious, the child may be annoyed by imposed restrictions but will not learn to fear disease.

During a summer in the country it is almost impossible to get the children to sleep promptly on Friday evenings when the father is expected for his week-end visits. The effort to get them to sleep at their regular bedtime usually results in their being cross and unruly; but the mother fears that allowing them to stay up late will disrupt their regular sleeping habits.

While regularity of bedtime is much to be de-

sired, nevertheless, we have to be ready to relax our rules and break our routines sometimes when the occasion seems to warrant. If the children are greatly excited in anticipation of their father's coming, or of any other extraroutine occurrence, they probably cannot fall asleep at the usual time, and the effort to sleep may be more fatiguing than a later bed hour would be. It might be possible on these occasions to anticipate the late bedtime with a nap during the afternoon or, perhaps, to allow them to sleep late in the morning to make up the lost sleep. Perhaps they could be put to bed at the usual hour to "rest," and permitted to read or play quietly until the father's arrival.

Constant reminders and offers of rewards have failed to improve the posture of a girl of twelve. Can anything be done with her posture when she herself refuses to become interested in the matter?

There is, of course, the possibility of some physical cause: defects of feet, of general nutrition, or of proper balance between weight and bone structure sometimes cause bad posture. A thorough physical examination should be made to discover—or eliminate from consideration—any such factors.

Bad posture, however, is often a signpost of personality difficulties: emotional responses to certain factors in the environment, or poor adjustment to self, due to feelings of inadequacy. Every effort should be made to determine the basic difficulty, whether physical or emotional, and to deal with the posture as an expression of its causes. In any case, nagging may but intensify feelings of inadequacy and, therefore, make for increase of slumping. The child with bad posture usually needs sympathetic help and encouragement from adults.

After several years of inactivity following a long and serious illness, a boy of ten is finding it difficult to play with other children. He finds himself unable to compete with his peers, who consider him a "sissy" because of his lack of physical prowess, and he is more and more withdrawing to a world of books and day-dreaming. How can he be helped to a normal adjustment?

Situations of this kind call for much wisdom, patience and understanding. It is almost inevitable that this child should find adjustment difficult, and to some extent the way must be paved for him. An effort can be made to find for him some companions whose interests are similar to his own, and whose emphasis is not on physical skills. The child should certainly be helped, by every means available, to

(Continued on page 56)

Book Reviews

Background Books

IN THIS ERA of radio, we all know that sound travels in ever widening circles and that its course is theoretically infinite. So also child study. Starting from a point as limited as the spot where the initial sound occurs, child study has reached out in every direction. But its circles, like sound waves, are still concentric with the child at their pivotal point.

The first books on child care were wholly concerned with the physical side, and when mothers first began to "study" their children the things they learned had to do with food, clothing and other physical essentials. But great as was the improvement this knowledge brought, it was not enough; mothers found that they still had much to learn. They turned to the psychologists, the practical implications of whose work were just beginning to be recognized.

Greater Specialization

PARENTS turned from child psychology to a study of their own psychology, and parent education came into being as part and parcel of the child study movement. So each circle has led on to a wider circle of interest, seemingly more removed from the individual child.

Many of the steps in this widening of interest are fairly obvious to everyone interested in parent education literature. But as the study has progressed, interests which used to be considered far afield, if not positively at variance, have now come within the scope of parent education. As we have realized that whatever affects our home and our life together within the home is inescapably important to child rearing, we have enlarged our province. Sociology, economics, philosophy, religion—to name only a few—have all brought grist to our mill.

This reaching out has been all the more conspicuous in the year just past because it has paralleled a movement toward ever greater specialization in the minutia of child study. So it has happened that "background books" have during the current year come to the fore, and, in the absence of the more

specific contributions to child study which have marked many years in the recent past, the apparently more remote have usurped the center of the stage.

To comprehend the variety and range of "background books," one need only glance at a few of the recent books which are important in increasing self-knowledge, in clarifying attitudes, and in assisting the parent to orient himself in a world that is changing more rapidly than it has ever done before. The adjustment in which these books seek to play a part has been, and is, difficult. Many of us, a few consciously, but far more unconsciously, have deserved the all-too-common indictment of parents expressed by Blanchard and Groves in their fine *Introduction to Mental Hygiene*.

"Out of his (the parent's) wrong attitudes toward life and his lack of self-knowledge, pour forth unrestrained feelings which interfere with the natural growth of the child and create obstacles to his integration."

Negation of Progress

TAKING stock of this somewhat harassed age frequently fails to lead to an optimistic point of view. In the brilliant first chapter of Walter Lippmann's *A Preface to Morals* he describes the zeal with which science has torn down the fabric built on faith. After the work of destruction was completed, when all the gods were gone, a feeling of futility and emptiness remained. To combat this Lippmann offers his religion of Humanism and an attitude of "high disinterestedness" in an effort to achieve inner peace.

To many seeking sound ethical values in today's shifting sands his honesty has proved a salutary, if slightly acid, tonic. The same bitterness is found in even greater measure in Joseph Wood Krutch, whose book, *The Modern Temper* carries this negation of progress to its logically pessimistic conclusion.

"The universe becomes more and more what experience revealed, less and less what imagination has created, and hence since it is not designed to suit man's needs, less and less what he would have it to

be." He believes that man cannot live harmoniously in a world bereft of standards or a moral order. But he says "if we no longer believe in our infinite capacities or our importance to the universe, we know at least that we discovered the trick which has been played upon us, and that whatever else we may be we are no longer dupes."

Middletown by Robert and Helen Lynd reaches the same destination by way of statistics rather than philosophy. As a picture of life in a small mid-western town it is full of revelations. The authors describe, for instance, some of the successful members of the community: "The Rotary Club ate sociably, without attention. Had they ever been really hungry, or thirsty past the point of mild discomfort? Or feared, or hated, or spent the last ounce of their courage or their strength on anything? Look at their faces. Oddly they seemed all of one type. . . . Not dullness; not exactly; these were successful men. . . . Moderation, the keeping down of all spiritual force to the general level. . . . A harassed and scattered look, the mark of a thousand habitual restraints, the price of living comfortably with neighbors. The petty lines of worry, moderate fear." Here we see a picture of what actually happens to "average" human beings in our own time and country. If this is a true picture, who is more keenly interested in it than the parent with children to train?

Constructive Opinions

WITH the debris of worn-out attitudes thus cleared away, the ground is made clear for the building up of faiths not incompatible with science. Such books as B. C. Gruenberg's *The Story of Evolution* and Franz Boas' *Anthropology and Modern Life* set so wide a stage that we are better able to see our own little era in its just proportions. Turning from science again to philosophy L. P. Jacks in his *Constructive Citizenship* proposes an industrial society which is full of practical suggestions for immediate use. "We are suffering at the present time from the moral anemia which results from the valuation of life in terms of pleasures." Unlike the first books discussed, the contribution is decidedly optimistic in tone. The staying power of the world, says Jacks, depends on three main elements; skill, trusteeship (responsibility or moral capacity), and scientific method (turning science into constructive channels). "The only 'unity' which civilization can ever obtain is the unity which springs from a clear perception of the dangers and difficulties of the

common task, backed by a common resolution to get the work done with the utmost excellence it admits of."

Curiously enough, some of the most encouraging books, particularly for parents, have been coming out of the mental hygiene movement and are written by psychiatrists, social workers and allies who know the worst of human nature. If they can sound a constructive note—as indeed they do—all is not so lost whatever critics of the age suggest. Like *The Human Mind* by Karl Menninger, an *Introduction to Mental Hygiene* by Blanchard and Groves is optimistic, though it holds out no panacea. That the incubation period of mental disorders is usually traceable back to childhood, and that environment is a powerful force in mental health are two of the Freudian tenets on which mental hygiene builds. The whole life adjustment of the individual and of the adult to his society is discussed. . . . "No one can give good counsel who is not well acquainted with modern science and its application to problems of human nature."

Parents' Responsibility

A SOCIAL worker especially must have some knowledge of recent progress in medicine, psychology, sociology and economics. Without a knowledge of science, blind impulse or hearsay or even superstition are likely to motivate his actions. The organized material that science contributes is only half the value to be derived, for the scientific attitude that instruction in science cultivates is at least as important. To hold conclusions in abeyance until sufficient cases have been observed, to refrain from concluding that things in a sequential order are necessarily in a causal relationship (cause and effect), to know a hypothesis from a fact, and to let facts speak instead of emotional bias—all of this is fact, the mental discipline obtained from scientific training. It is of inestimable importance to everyone who assumes the responsibility of guiding his fellow men. The mental hygiene of childhood is essentially a problem of efficient parenthood and depends therefore on the adjustment of the parents to life.

Parents are not to be permitted to escape their responsibility, though the emphasis will continue to shift, along with our knowledge and ideals. In fact, practically all books on youth and its changing world are directed not so much at the young themselves as at their parents. Outstanding among these is *the New Generation*, a symposium of about seven hundred pages, to which such people as Margaret Mead, Bernard Glueck, Fritz Wittels, Sherwood

Anderson, Phyllis Blanchard, Sidonie Gruenberg, Lewis Terman and others to the number of thirty-five have contributed individual essays. There is much provocative material in the book and as a whole it gives glimpses into a world that is in a flux of changing standards.

If parents are to guide youth, they must have adjusted their own problems. Floyd Dell has offered them some refreshing and original suggestions in *Love in the Machine Age*, previously reviewed in *CHILD STUDY*.

A Period of Change

CALLED by the authors an outline of domestic theory, *What Is Right With Marriage*, by Binkley and Binkley might easily be paralleled by a book on political theory in the field of politics, or on economic theory in the business world. The book is delightfully written, sane and helpful in its views. It, too, attacks the philosophy that happiness is the end to strive for, and advances the theory that domestic interaction (that is, mutual work towards the development of family life) and permanence are the qualities upon which a successful marriage rests. "Marriage implies a 'permanent paramount personal loyalty.' The person who has a mind so ordered that the hierarchy of his purpose is dominated by a supreme purpose or paramount loyalty is at peace with himself."

All of these books contribute something to the total future of what is happening to the spirit of man. All see that changes are rapidly taking place. To some these changes seem katabolic, destructive. Others see in the prevailing flux the pure metal that will remain to regenerate mankind. In all, there is something of originality, of vision, of sincerity that should recommend them to the parents who, in seeking light for their children, find their circle of vision constantly enlarged.

Religious Renaissance

THREE books on religion are also suggestive of a new approach and are important in giving a creative attitude with which to face the world instead of a diagnostic or therapeutic one. These books, *The Psychology of Religious Adjustment* by Conklin, *Religion and the Modern Mind* by Cooper, and *Religion and the Modern World* by Randall and Randall, Jr., will be reviewed in more detail in a coming issue of *CHILD STUDY* on "Religion in the Presentday Home."

They are noteworthy for the objective attitude with which they face the admitted problems of confusion and conflict. As a whole they point toward a religious renaissance, a new integration of science and religion, the effect of which will be nowhere more important than in the home.

ZILPHA CARRUTHERS FRANKLIN

Anthropology and Modern Life.

By Frans Boas. W. W. Norton & Co. 244 pp. 1928.

Constructive Citizenship.

By L. P. Jacks. Richard R. Smith & Co. 300 pp. 1927.

The Human Mind.

By Karl A. Menninger. Alfred A. Knopf. 458 pp. 1930.

Introduction to Mental Hygiene.

By Ernest R. Groves and Phyllis Blanchard. Henry Holt & Co. 467 pp. 1930.

Love in the Machine Age.

By Floyd Dell. Farrar and Rinehard. 428 pp. 1930.

Middletown.

By Robert S. Lynd and Helen Merrell Lynd. Harcourt, Brace & Co. 550 pp. 1929.

The Modern Temper.

By Joseph Wood Krutch. Harcourt, Brace & Co. 249 pp. 1929.

The New Generation.

Edited by V. F. Calverton and Samuel D. Schmalhausen. The Macaulay Co. 717 pp. 1930.

A Preface to Morals.

By Walter Lippmann. The Macmillan Co. 348 pp. 1929.

The Psychology of Religious Adjustment.

By Edmund S. Conklin. The Macmillan Co. 340 pp. 1929.

Race Attitudes in Children.

By Bruno Lasker. Henry Holt & Co. 394 pp. 1929.

Religion and the Modern Mind.

By Charles C. Cooper. Harper & Bros. 227 pp. 1929.

Religion and the Modern World.

By John Herman Randall and John Herman Randall, Jr. Frederick A. Stokes Co. 249 pp. 1929.

The Story of Evolution.

By Benjamin C. Gruenberg. D. Van Nostrand Co. 473 pp. 1929.

What Is Right with Marriage.

By Robert C. Binkley and Frances W. Binkley. D. Appleton & Co. 262 pp. 1929.

New Angles on New Books for Children

Erick Berry in *Penny-Whistle* and Alice Dalgliesh in *The Little Wooden Farmer* address themselves to the preschool child. Both books have "ulterior motives" which do not in any way affect the amusing tales. Penny-Whistle is a little black boy whose search for new notes for his whistle leads him to simple adventures in the jungle which are vividly illustrated by the author. The little tune he develops step by step can actually be played and adds interest to the story. *The Little Wooden Farmer* contains two short stories that can readily be dramatized by children with their own farmyard toys. But whether or not these clever suggestions are carried out, the stories will find a pleasant response within the experience of the small child.

A sequel to *Hat-Tub Tale*, published two years ago, has been written by Caroline D. Emerson called *Mr. Nip and Mr. Tuck*. This volume recounts the sea-going adventures of two fantastic little animals—Nip with his fishhook tail, and Tuck with his spoon paw and fork paw. Whether in the South Sea Islands or on the Bay of Fundy, each scene retains an air of familiarity, and combines imaginative exploits with those plausible and homely details so appealing to the young reader of seven to ten. Of course it brings to mind *Dr. Dolittle*, although its approach is different and appeals to a slightly younger age group.

Fingerfins, the Tale of a Sargasso Fish, by Wilfred S. Bronson, the artist-author, presents detailed natural history in such simplified and dramatic form that the eager child is carried from page to page and fact to fact. Because of his ability to visualize remote things and to stimulate interest, Mr. Bronson may be forgiven by the scientifically minded parent for his personification of fish and crabs and his implication of purposes and personalities where there are only deep rooted "nature impulses." An approach such as this opens many new possibilities in factual literature for children between the ages of seven and ten, and the illustrations successfully compromise between scientific diagrams and romantic representation.

A vivid fairy tale rich in fancy and lively adventure is *The Tale of Tom Tiddler* by Eleanor Farjeon. Through its pages Miss Farjeon, in her

exquisite manner, weaves her tale about such old London names as "White Chapel," "Petticoat Lane" and "Lavendar Hill," unfortunately more familiar to young English children than to Americans. The imaginative young reader of nine and older, however, will gladly follow Tom Tiddler's fantastic and delightfully involved adventures through London Town in search of Jinny Jones, stolen away from him by Gogmagog the Giant.

Mountains Are Free, by Julia Davis Adams, is a story of chivalry and adventure in the Swiss Mountains during the time of William Tell. Miss Adams, in her own preface, describes it as follows: "Instead of dwelling upon the familiar details of the story, this treatment of the legend . . . endeavors to place it in its historical setting, and to show the difference in ideals and manners between the Swiss and the people against whom they were struggling. That is to say, between the feudal system and the first faint stirrings of democracy." Her direct story is full of action and interest and should appeal to eleven-year olds or even boys and girls in their 'teens.

The earlier years of five famous women are portrayed, autobiographically, in *When I Was a Girl*. In making this collection, Helen Ferris has chosen prominent and contrasting characters, such as Ernestine Schumann-Heink, Etsu Sugimoto, Jane Addams, Janet Scudder and Madame Curie. The books from which these earlier chapters are taken were addressed to mature readers, so that this volume has a quality of dignity and simplicity that should be welcomed by many girls of thirteen or older. The difficulty with which these women achieved their careers is presented with stark simplicity, their triumphs are not romantic fantasy and the stories deal with realities such as the ambitious girl herself may face. This is not "uplift" or sheer sentimentality such as is frequently presented to this abused group of readers.

Who does not thrill to the West and its wide ranges, its horses and its Will James! *Lone Cowboy* is a story of his life—the life of a boy orphaned at four and knocking about from adventure to adventure. That these include an escapade that leads him to prison, or a sojourn in Hollywood, or

a share in the World War, adds only to the fascinating subject matter. Beneath it all, the artist and the man with the deep rooted home sense gradually assert themselves. His vivid, colloquial Western language gives an air of conviction to this straight-forward account which will appeal to mature boys and girls as well as to their parents.

MRS. HUGH GRANT STRAUS

Penny-Whistle.

By *Erick Berry*.

The Macmillan Co. 48 pp. \$1.00.

The Little Wooden Farmer.

By *Alice Dalgliesh*.

The Macmillan Co. 44 pp. \$1.00.

Child Study Groups At Headquarters

Since its beginning, the Child Study Association has found the study group to be the most effective means of helping parents toward the kind of parental growth and development which leads to a better adjusted family life. The groups to be given this season at Association Headquarters under trained leadership will cover the following topics:

Chapter 370

Tuesdays, at 11:00 a. m.

DR. AUGUSTA ALPERT

INFANCY

This group will undertake a comprehensive study of the various forces—inherited, congenital and environmental—which mold the personality of the growing infant. Physical development will be traced from the embryonic development to the end of its first year of life. Mental, emotional, social and educational factors will be studied, emphasizing at every point, normal manifestations and normal trends.

Chapter 371

Mondays, at 2:30 p. m.

MRS. ANNA W. M. WOLF*

THE TODDLER

Between one and three the child develops very quickly; physically, intellectually and socially. The work of this group will be to study the little child's growth and to trace the early stages of learning which lay the foundations for later satisfactory adjustment. The emphasis will be on understanding and wise guidance and on the elimination of unnecessary stress.

*In Mrs. Wolf's absence abroad, Mrs. E. L. Colegrove will act as leader.

Mr. Nip and Mr. Tuck.

By *Caroline D. Emerson*. *E. P. Dutton & Co.* 173 pp. \$2.50.

Fingerfins, The Tale of a Sargasso Fish.

By *W. S. Bronson*. *The Macmillan Co.* 54 pp. \$2.00.

The Tale of Tom Tiddler.

By *Eleanor Farjeon*. *Frederick A. Stokes Co.* 244 pp. \$2.00.

Mountains Are Free.

By *Julia Davis Adams*. *E. P. Dutton & Co.* 250 pp. \$2.50.

When I Was a Girl.

Collected by *Helen Ferris*. *The Macmillan Co.* 301 pp. \$2.50.

Lone Cowboy.

By *Will James*. *Charles Scribner's Sons*. 431 pp. \$2.75.

Chapter 372

Mondays, at 11:00 a. m.

MRS. MARION M. MILLER

EARLY CHILDHOOD

The nature, development, reactions and setting of the child between three and six years of age will be studied. The basic conception of discipline with its relation to habit formation and emotional development will be discussed at length. Play, stories and other activities normal to this age range will be taken up specifically, as well as the basic principles of sex education for the young child.

Chapter 373

Wednesdays, at 11:00 a. m.

MRS. MARION M. MILLER

THE CHILD FROM SIX TO TEN

The growing independence of the child at six necessitates a thorough understanding of our basic concept of authority. The discussions will cover emotional factors that make for a happy introduction to school and satisfactory adjustment to playmates, the child's need for energy outlets in play, music and other pursuits.

Chapter 257

Mondays, at 11:00 a. m.

MRS. SIDONIE MATSNER GRUENBERG

THE CHILD FROM EIGHT TO TWELVE

Much has been written recently about the family and its inter-relationship. This new literature will be used as a point of procedure for the work of this group which is now in its third year.

The discussion will include individual differences, their sources in heredity and environment, their relation to aptitude, and deficiencies, their implica-

tions as to educational adjustment and relationship of home and school.

Former members will make up the nucleus of this group, but there will be vacancies for others who are interested and qualify.

Chapter 375

Wednesdays, at 11:00 a. m.

MRS. CÉCILE PILPEL

ADOLESCENCE

The study of adolescence in its physiological, psychological and social aspects, stressing particularly its relations to, and natural development out of, childhood; the special problems created for the adolescent by modern social and economic conditions; and the constructive role which the parent can play in making this period a normal and fruitful one for the child will constitute the work of this group.

Chapter 376

Mondays, at 2:30 p. m.

MRS. CÉCILE PILPEL

GUIDANCE OF CHILDHOOD AND YOUTH

The group will serve as a general introduction to the newer concepts of child rearing in relation to discipline, fears and habits. It will stress particularly the child's life in the home, his contacts outside, and the ways in which he can best be helped to self-management and freedom. It will serve as an orientation and preparation for subsequent specialized group work such as early childhood, adolescence and sex education.

Chapter 377

Tuesdays, at 10:30 a. m.

MRS. MARION M. MILLER

GOVERNESSES

The course of study in this group is designed to meet the interests of governesses, mothers' helpers or other parent substitutes. It will concern itself with the study of the child as a total personality. The work of the group will be very practical and will be based largely on actual situations that arise daily in the life of the normal child.

Chapter 378

Fridays, at 11:00 a. m.

MRS. ETHEL H. BLISS

TRENDS OF PRESENTDAY EDUCATION AND THE CHILD

Many parents are eager for more complete knowledge of presentday education in order that they may act more wisely in selecting schools for their children and in maintaining a helpful relationship between home and school. To orientate themselves in

relation to the newer theories and practice, the group members will study and discuss educational theory and their own observations from visits to schools. Their objective is to work out more intelligent cooperation.

In addition to Chapter 378, there will be a group formed of those from other Headquarters groups who would like to follow up their own work with more specific concentration on nursery school education, including visits to actual schools.

Chapter 379

Fridays, at 11:00 a. m.

MRS. CÉCILE PILPEL

PARENTS AND SEX EDUCATION

The group will discuss the psychological and socio-psychological aspects of the subject, and briefly cover the physiology of sex. It will stress the important part played by parental experiences and attitudes in their effect on the attitudes of their children. It will take up in detail the normal manifestations of sex life and consider also some of its deviations.

Chapter 380

Thursdays, at 8:15 p. m.

MISS MARGARET J. QUILLIARD

EVENING GROUP

For those who are not free to attend groups during the day, an opportunity for evening study is open. In order to meet the needs of the members, the topic or topics to be discussed will be decided after the group is organized.

Chapter 381

Time to be arranged by group.

MRS. CÉCILE PILPEL

GRANDMOTHERS GROUP

A group to study the presentday theory and practice in general child training in comparison with the theory and practice of a generation ago will be formed if there is a sufficient number of registrants. The work of the group will be formulated to cover the interests of grandmothers, aunts, and all others concerned with the care and training of the "new generation."

Study groups at Headquarters are open to all active members upon payment of a \$5.00 registration fee for each group, with the exception of Chapter 377 which has a \$10.00 fee but not requiring membership in the Association.

Members may register on October 23 and 24 at Headquarters, 221 West 57th Street, New York City, or by mail. Group meetings begin the week of October 27.

News and Notes

THE current information given in these news items is always suggestive of the broad scope of parent education activities, and offers the reader a bird's-eye-view of child study and its allied fields. Current news will always find space in this department providing it is of national importance rather than of purely local interest.

The Association's New Headquarters A housewarming on Tuesday, October 14, at 3:00 p. m., will formally open the new Headquarters of the Child Study Association of America now located at 221 West 57th Street, New York City. Members and friends are cordially invited to visit the new offices and enjoy the special exhibits of books, toys, play material and musical instruments which will be arranged by the committees.

Three-Day Conference The Child Study Association will hold a Three-Day Conference at the Hotel Pennsylvania, New York City, on October 20, 21 and 22. The speakers and topics to be discussed will be found on page 57.

Surveys on Child Health An encouraging report recently issued by the Child Health Association indicates the downward trend of infant mortality in the cities of the United States during 1929. Except for the 64.9 deaths per each thousand births in the year 1927, 1929 maintains the lowest percentage ever recorded.

In connection with the nation-wide survey on child health conducted by the President's White House Conference, an inquiry into the relation between inadequate milk consumption, poverty and lack of preventive medical provision for city children has been begun. A questionnaire on the number of children per family and amount of milk consumed has been circulated in 14,000 homes throughout more than sixty cities. The Health Department will base its conclusions on the information gathered in this manner.

Radio Talks Questions on child training will be answered by staff members of the Child Study Association over the radio every Friday afternoon at 3:15 p. m., the new radio hour. The continued queries and comments are evidence of widespread interest on the part of parents and teachers. All questions should be mailed to WEAf, 711 Fifth Avenue, New York City, or the Association's Headquarters, 221 West 57th Street.

Playground Activities Playgrounds featured largely in the summer programs arranged for city children by municipal governments all over the United States. Each city reported projects developed according to its individual needs and opportunities. San Francisco planned for its long rainy season by building club houses on playground property, and supervising a program of competitive and creative activities. In Knoxville, Tennessee, where there is inadequate playground space, the Department of Recreation sent traveling staffs of teachers equipped with play materials to vacant lots loaned to the city for that purpose. Several centers issued bulletins on home amusements and sponsored meetings to help families to use their backyard and home facilities in constructive group play.

The activities of the playgrounds indicate a wide variety of interests ranging from a rifle club to nature study. Westchester County conducted a novel research project in the form of a traveling natural history museum, organized by juvenile nature groups, which exhibited minerals, flowers, birds, fish, insects and mammals characteristic of Westchester County. An hour a day on Cleveland playgrounds was devoted to story telling, and at the end of the season at the city festival the best tale of each week was dramatized and presented. At Oak Park, Illinois, music held the center of interest, and besides high school orchestras, "Flagy" bands won popular enthusiasm—"Flagy" being a simple life. Ship building contests absorbed the attention of San Francisco's children. Naval, com-

mercial, yachting and fishing craft or galleons were all eligible for prizes, and a trophy was awarded the playground making the best replica out of papier-maché, wood, clay or cardboard, of San Francisco's harbor. In New York, space was allotted groups of fifteen to twenty children, in public playgrounds and schools, so that the boys and girls might follow their favorite interests, as well as learn more of arts and crafts, music, rhythm and nature study. Outdoor trips and sketching classes were also organized. One group of twelve-year olds reported planning and cooking lunch for themselves and their teachers and guests, and doing a modest share of preserving, on a budget of ten dollars a week.

A Study in parent education conducted by the Sex Education University of Minnesota, The Women's Cooperative Alliance of Minneapolis has been studying methods in sex education. A house-to-house campaign was conducted in Minneapolis, where the mothers of pupils in seventeen grade school districts were offered preliminary and follow-up home interviews and sex education conference courses, elementary and advanced. Those mothers who became interested in the research recorded the sex experiences of their children over a period of three months. Mrs. Robbins Gilman, director of the investigation, has published pamphlets describing the work, and has also prepared two practical leaflets as guides for parents.

The influence of this program when transferred to new communities was carefully estimated by Katharine Hattendorf of the University of Iowa. Evidence of its effectiveness was found in the attendance and library records of one hundred selected mothers. Their freedom in discussion as well as their earnestness of application were carefully considered and formed the basis for a final evaluation of the project.

Music Appreciation Hour
Walter Damrosch includes several new features in his 1930-31 program of radio concerts for schools, colleges and music clubs, sponsored again this season by the National Broadcasting Company. The most recent manual for teachers suggests that younger children retell the stories of the composers' lives, as well as dramatize certain of their compositions, and that drawings and clay models be made, by the students, of each instrument in the symphony orchestra. A series of notes describing fully each composition played replaces last year's series of questions and answers. An additional departure in the program

appears in the advanced course for colleges and clubs in which Mr. Damrosch has arranged to devote entire concerts to such great composers as Bach, Haydn, Mozart, Beethoven and Wagner.

Child Study in Baltimore
The Baltimore District of the Child Study Association will hold a conference on "Methods and Techniques in Parent Education" at Goucher College on November 3. Mrs. Walter W. Kohn, President, and Mrs. Henry F. Westheimer, Vice-President, will preside over the morning and afternoon sessions respectively. Speakers invited from the Child Study Association Headquarters are Sidonie Matsner Gruenberg, Cécile Pilpel and Doris Schumaker.

In addition to the conference, the 1930-31 program of the Baltimore District includes a lecture series on "The School Child" and "Keeping the Child Fit"; courses in infancy and early childhood, in child care and training, and in preparation for leadership; also a program of three lectures featuring Goodwin B. Watson, Associate Professor of Education at Teachers College, Columbia University, William Healy, Director of the Judge Baker Foundation at Boston, and Hughes Mearns, Professor of Education at New York University.

Indian Service Director
A statement issued by the Department of the Interior announces the new appointment of W. Carson Ryan, Jr., as the Director of Education in Indian Service. Dr. Ryan has contributed several important educational surveys, including districts in Canada, Porto Rico, the Virgin Islands and Pennsylvania, as well as a thorough research into the social and economic conditions of the American Indians in 1926. In connection with this investigation, Dr. Ryan visited large and small, public and mission schools, and thoroughly familiarized himself with each phase of Indian education.

"Week-of-Work" Conference
The National Council on Religion and Higher Education held its annual "Week-of-Work" conference at Wells College, Aurora, New York, from September 4 to 10. The program arranged for the Fellows and their wives covered a variety of interests in the field of education. Study groups met daily to discuss such topics as the history, literature and philosophy of religion, as well as ethics and social philosophy. Cécile Pilpel, the Director of Study Groups of the Child Study Association, acted as consultant to the group studying "The Home and Child Psychology."

Child Study
in Boston

The Nursery Training School of Boston is sponsoring a discussion class for mothers on "Children Under Six." The class will be conducted by Abigail A. Eliot at the Boston Home Information Center, on Wednesdays, at 10:30 a. m., beginning with October 7. One of the interesting features of this course will be the weekly visits to neighboring nursery schools, kindergartens and other institutions.

Problem
of Illiteracy

Among recent educational movements in Porto Rico and China is the fight against illiteracy. The problem of instructing the Porto Ricans in reading and writing, the Department of Education has always considered as part of its program. But since the War, the lack of funds has greatly handicapped their efforts. They did, however, call attention to the seriousness of the situation, with the result that teachers, parents and many others are helping the uneducated to learn how to read and write.

In China, the National Education Conference at Nanking has adopted a program to wipe out illiteracy within the next six years. The movement is to be compulsory, and no government or public organization, factories or stores will be permitted to employ persons who do not know the Thousand Characters Reader.

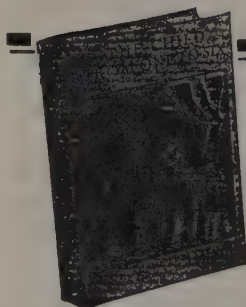
American
Education
Week

The program of the Tenth Annual American Education Week, sponsored by the American Legion, the United States Office of Education, and the National Education Association, will emphasize during the week of November 10 to 16 that broader ideal of learning as set forth in the seven cardinal objectives of education: health and safety; worthy home membership; mastery of the tools, techniques and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; ethical character. The purpose of this week is to acquaint the public with the activities, ideals, achievements, and needs of the schools.

Healthy
Attitudes
Toward
Ill-Health

The occupational therapy classes and evening clubs formed at the Mt. Sinai Hospital, New York City, for patients socially handicapped by mental illness have indicated that recreation plays an increasingly important role in the aid of the psychiatric patient. According to an article by Dr. C. P. Oberndorf in *The Survey*,

Child conduct and how to control it



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Some of the topics which the book discusses are: discipline for small children, how to promote willing obedience, the value of good habits and how to encourage them, how to break bad habits, how to handle the child's temperament, recreation, etc. These and many other phases of the small child problem are discussed in detail with a wealth of illustrative instances drawn from the author's professional experience.

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the therapeutic value of this treatment may be of comparatively minor significance, but it has helped many patients overcome their social difficulties and make a happy and adequate adjustment to one of their monumental problems.

Aeroplanes will carry faculty members of the School of Education of New York University, this year, to otherwise inaccessible centers, and will thus extend to superintendents and teachers in many new localities the opportunity of pursuing the courses given at the University. The plan provides for the use of a plane four days each week to transport faculty members to four different cities. Instructors will give afternoon and evening courses in the towns visited, and will return in the plane the following morning.

The students will gain valuable instruction, the teachers will make broadening contacts, other institutions will learn of the feasibility of this method of extending their influence, and all forms of adult education, it is hoped, will profit by this demonstration.

During the month of October at least two state conferences will be held on Religious Education emphasizing the need that "education to make a living must give way to education in Christian living." The seventy-fifth annual convention of the New York State Council of Religious Education for church school workers will be held at Utica from October 8 to 10. Ruth Andrus, Director of Child Development and Parent Education of the State Education Department at the University of the State of New York, and William H. Kilpatrick, Professor of Education at Teachers College, Columbia University, will be among the many prominent speakers. Ethel H. Bliss who is to represent the Child Study Association will discuss, in all probability, "Temperance Education as a World Problem." She will also speak on "New Ideas of Discipline," "Fear as It Affects Preschool Children" and "Study Groups for Parents" at the Vermont Council of Religious Education which is to be held at Randolph on October 14 and 15.

In the September issue of Child Study, page 25, Helen Bott was mistakenly referred to as Chairman of the Committee on Child Study in the University of Toronto. Professor E. A. Bott holds this office.

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Parents' Questions and Discussions (Continued from page 45)

develop his powers and facility in the games and activities of his fellows, but he should also be helped to evaluate himself in terms of his own special abilities, and to learn to contribute these to the group rather than try to compete on grounds less favorable to him.

Though he is rarely allowed to have candy at home, a boy of six visits other homes where he is offered, and accepts, sweets. How can this be controlled?

Many parents find it an excellent routine to allow the child to choose a candy after meals. In

order not to make him appear priggish to his companions by refusing proffered candy, it can be suggested that he take candy when it is offered him and keep it to eat after meals. Where, however, the child does not follow this suggestion, we must watch for any lack of appetite at mealtime. If there seems to be no interference with his normal appetite it is just as well not to be too much concerned. If, however, the candy does seem to affect his mealtime appetite we will have to ask for his cooperation in the matter. But in doing so we must also see to it that he is not too strongly tempted, for we have no right to place upon a six-year-old too great a measure of what is really adult responsibility.

In the Magazines

The Nursery School in Child Development. By Grace Langdon. *American Childhood*, September 1930.

An account of the equipment, technique, method and educational function of the Child Development Institute, Teachers College, Columbia University.

A Preface to Moral Training. By Frederick S. Breed. *School and Society*, August 30, 1930.

A presentation and acceptance of the scientific view of behavior necessitates a new point of view in regard to individual responsibility and moral training in general.

Public Provision for the Play of the Pre-School Child. *Playground and Recreation*, September 1930.

A survey of what municipal recreation leaders and others are doing to make possible playground facilities in cities and suburbs.

Schools and the Shifting Home. By V. T. Thayer. *The Survey Graphic*, September 1, 1930.

Contrasting the school-home relationship in the pre-industrial era with the revised attitude based on the progressive development of our industrial civilization.

Schools to Fit Children. By Anne W. Buffum. *The Woman's Journal*, September 1930.

"New ways of education" described in this article illustrate "one of the many interests of the White House Conference on Child Health and Protection in its study of the nation's children."

Training Our Children—Health and Health Habits. By Ada Hart Arlitt. *Child Welfare*, September 1930.

Dr. Arlitt gives a technique of how to set up the necessary health habits without creating resistances which result in behavior problems.

The Baby's Education. By Helen T. Woolley. *Journal of Education*, September 8, 1930.

Stresses the importance of the baby's first two years in the home, differentiating between "the parent's function as a good provider and as an educator."

The Innate Bases of Fear. By C. W. Valentine. *Journal of Genetic Psychology*, September 1930.

The author takes the stand that the Watson conditioning fear theory does not disprove innate fear tendencies. Fear of strange animals, fear of the sea, fear of the uncanny, fear of the dark, are illustrated to prove that fear is an instinctive response.

Do Intellectually Gifted Children Grow Toward Mediocrity in Stature? By Leta S. Hollingworth. *Journal of Genetic Psychology*, September 1930.

A report of the investigation concludes that: measurements of stature, repeated annually for six years on a group of growing children "starting at a mean age of 108.1 months show that intellectually gifted children run constantly about 5 per cent taller as a group than do unselected children." "Individuals within the group fluctuate somewhat from year to year in ratio to the norms for stature." As a group, intellectually gifted children consistently maintain their tallness as they grow toward maturity.

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Professor of Social and Political
Psychology, School of Citizenship
and Public Affairs, Syracuse Uni-
versity.

H. E. Barnard, Ph.D.
Director, White House Confer-
ence on Child Health and Pro-
tection.

Mary Shattuck Fisher
Research Associate, Child Devel-
opment Institute, Teachers
College, Columbia University.

Mrs. Howard S. Gans
President, Child Study Associa-
tion of America.

Arnold Gesell, Ph.D.
Director, Yale Psycho-Clinic.

Sidonie Matsner Gruenberg
Director, Child Study Association
of America; Lecturer on Parent
Education, Teachers College,
Columbia University.

Hornell Hart, Ph.D.
Professor of Social Economy,
Bryn Mawr College.

Beatrice Hinkle, M.D.
Psychiatrist; Lecturer.

Eduard C. Lindeman
Professor of Social Philosophy,
New York School of Social Work;
Consulting Director, National
Council of Parent Education.

Esther Loring Richards, M.D.
Associate Professor of Psychiatry,
Johns Hopkins University.

William F. Russell, Ph.D.
Dean, Teachers College, Colum-
bia University.

Mandel Sherman, M.D.
Director, Washington Child Re-
search Center, Washington, D. C.

George D. Stoddard, Ph.D.
Director, Child Welfare Research
Station, University of Iowa.

Vivian T. Thayer, Ph.D.
Educational Advisor, Ethical Cul-
ture School, New York.

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Tuesday, October 21 — Afternoon Conference 2:30 P.M.

The Parent and the Changing Scene

Presiding—Mrs. Howard S. Gans
Chairman—John Withers

Speakers—Esther Loring Richards
Vivian T. Thayer

Floyd H. Allport
Sidonie Matsner Gruenberg

Wednesday, October 22 — Morning Conference 10:00 A.M.

New Trends in Child Development Research

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